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ABSTRACT

Project Reach is based on the assumption that youth, adults, and other target populations will be assisted to a significant degree in knowing more about occupations and in making occupational choices more effectively through the planned interaction with trained retired resource counselors. The project will address three major problem areas: The need for work-oriented counselors, realistic and current occupational information, and the need for a more meaningful student-counselor ratio through which the student can be provided with the opportunity to obtain data to make meaningful occupational choices. The Board of Regional Community Colleges (Massachusetts) proposes to implement the concepts and methodology developed through Project Reach in a minimum of three community colleges. At each of the colleges selected, the project will function in or in close relationship with the existing guidance and counseling offices. Initial and operational phases of the project are described, and a work plan schedule and target dates are outlined for a 12-month period. Project evaluation, and results and benefits expected are also described. A listing of project director, key project staff, and advisory committee members is included. (TA)

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The Commonwealth of Massachusetts

Board of Regional Community Colleges

THE GRAIN EXCHANGE BUILDING
177 MILK STREET, BOSTON, MASS. 02109
Telephone: 727-2876

Title: Project Reach (Career Guidance and Counseling Utilizing Retired Resource Persons)

Principal Investigator: Michael Najarian

Recipient Institution: Massachusetts Board of Regional Community Colleges, 177 Milk Street, Boston, Mass 02109

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PROJECT REACH

(Career Guidance and Counseling Utilizing Retired Resource Persons)

1. Objectives and Need for this Assistance

The National Advisory Council on Vocational Education in its 6th Report, "Counseling and Guidance: A Call for Change," dated June 1, 1972, stated that, "the general quality of counseling and guidance services today is greatly in need of improvement. It was also stated in the letter of transmittal for the report by Lawrence Davenport, Chairman of the Council, that the council "shared the concerns of 46 of the State Advisory Councils on Vocational Education which have also studied and reported on the need for improved counseling and guidance services."

The problem which this project focuses on is not simply of a local or state nature, it is of national significance. It is the judgment of many administrators and educators that counselors are poorly equipped to offer career advice to students. The recommendations of Eli Ginzberg and his associates for changes in the guidance function based on a three-year nationwide study are particularly compelling in this regard. They suggest that many more people be recruited into the profession from outside teaching; that they get training in labor market analysis and supervised work in outside, non-classroom settings; that counselors abandon their exclusive concern with psychotherapy and place much greater emphasis on career and job guidance; that they coordinate a wide range of services without having to provide all these services themselves.[1]

The report of the National Advisory Council on Vocational Education supports these judgments of Ginzberg with the following observations:

1. Counselors and counseling are being subjected to criticism by other educators, parents, students, and industry and there is validity in this criticism.

2. Counselors are much more competent in guiding persons toward college attendence than towards vocational education.

3. Most counselors know very little about the world of work outside education.

Although there are many more observations to be made, suffice it to say that the National Advisory Council found the negative picture of guidance and counseling throughout the nation to be intolerable. As further stated, "Counselors have been more victims than villains in this sorry scenario." Among the many recommendations in the national report, the following are the most significant in terms of their relationship to Project REACH:

1. Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system.

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[1]Eli Ginzberg, et al. Guidance. N.Y.: McGraw-Hill, 1971, Chs. 16-18.

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2. Decision-makers in education make extensive provision for the training and employment of a wide variety of para-professional personnel to work in guidance under supervision of professionally qualified counselors.[2]

The Office of Education Performance Review, State of New York, completed a study of the role and functions of the guidance counselor in the state schools and published a report, "An Evaluation of the Role and Functions of the Guidance Counselor" dated September, 1974. It found that school districts in New York State currently spend in excess of $100 million annually for guidance counseling services for elementary and secondary public school students. During the 1973-74 school year, there were 5,775 professional guidance positions throughout the state. Its major finding was that guidance counseling as currently performed is substantially ineffective. Specific findings are as follows:

1. Counselors do not appear to exercise a marked influence on student decisions with respect to choice of occupation or post-secondary education.

2. Two out of every five parents surveyed felt that guidance counselors had little effect on their children's development.

3. A slightly higher percentage of students (44 percent) felt their guidance counselors were not as helpful as they should be.

4. In most specific guidance activities, parents and students reported that counselors had not been of assistance. Changing a class schedule was the only specific guidance activity for which a majority of surveyed parents and students said they had received counselor assistance.

5. Counselors overwhelmingly felt that general clerical work and administrative duties were the least important work they performed, yet they spent approximately 18 percent of their work in this manner.

A recommendation of the New York report substantiates the objective of this proposal and reads as follows: Working or retired members of the community could meet regularly with students to aid them in career decisions by providing valuable insights in their areas of specialization. To our knowledge, New York has not yet acted on this important recommendation.

Associate Commissioner for Career Education, Kenneth B. Hoyt of U.S.O.E. in a speech entitled "Career Education: Challenge for Counselors" prepared for presentation at the All Ohio School Counselors Association, Columbus, Ohio, on September 28, 1974, made the following remarks although representing his personal opinions, nonetheless are significant to this project:

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[2]National Advisory Council on Vocational Education, Counseling and Guidance: A Call for Change, 6th Report, June 1, 1972.

1. Career education is action-centered and experience-oriented.

2. Action orientation of career education calls for more action-oriented counselors.

3. Career education encourages the use of resource persons from the business-labor-industry-professional-government community in the classroom.

4. The career education movement has proclaimed that career guidance, in its fullest sense, is the proper business and concern of the entire school staff, of the business-labor-industry-professional-government community, and of the home and family. By doing so, career education has denied that career guidance is the exclusive responsibility of the counselor.

Associate Commissioner Hoyt further stressed the need for counselors to interact with members of the community members cited above who are outside the school and guidance office. Through this collaborative emphasis, he emphasized that students in the long run receive more and better career guidance than if the counselor tries to be the primary person helping students in this area.

President Gerald Ford in his commencement address at Ohio State University in the summer of 1974 probably provided the most significant thrust toward bringing the world of work and educational institutions together. He stated, "For your government as well as you, the time has come for a fusion of the realities of a workday life with the teachings of academic institutions."

Project REACH Objectives

1a. Principal Objectives:

1. Train retired persons as resource personnel in their area of specialization to provide career counseling services to high school and college students, adults, and target population.

2. Provide career guidance, occupational information, and assistance to high school students and other target populations in making more effective decisions on future careers in the world of work through the use of retired resource persons.

3. Encourage the use of retired resource persons from the business-labor-industry-professional-government community in developing collaborative approaches to career guidance and counseling in other educational or community settings.

4. Utilize retired persons, a valuable national resource representing an incalculable investment of human effort, time, and money in other innovative manners as may be determined or developed during the course of the project.

1b. Subordinate Objectives:

These objectives are extracted from recommendations of the 1971 White House Conference on Aging, Final Report, Volume II, Toward a National Policy on Aging:

1. Bridge the gap of young and old by encouraging alternate forms of social organization to supplement the family structure from which young and old are often withdrawn.

2. Provide more employment opportunities, including part-time jobs, particularly those jobs where the young and old can work together and relate to one another for the betterment of themselves, their communities, and society.

3. Promote interaction between youth and the aged as a conscious reflection of the need to change current cultural attitudes.

As can be seen from a review of the objectives, the Board of Regional Community Colleges is proposing to use retired persons in educational settings in a manner never before considered in the nation. It is our judgment that this project shows superior promise of not only contributing to the major purposes of the Act but providing for a major social contribution of an extraordinary nature by older Americans to both society and the nation. It will provide for much greater participation by older persons in existing educational systems, not simply as learners and visitors but contributors of a significant nature to the objectives of educational systems. Their participation will not be based on possessing extensive formal education but on the basis of their successful occupational experiences in the world of work prior to retirement. The objectives of this project will furthermore provide for a broadening of formal linkages in terms of both educational and cultural opportunities through the possibilities of meaningful part-time employment. It has been stated repeatedly that the older Americans are an invaluable national resource in terms of their experiences. It is now being proposed to use this national resource in a manner which will provide new dignity and new meaning to the lives of older Americans. It is our judgment that the enthusiasm of older Americans participating in the project will be unbounded.

2. State of the Art

Nationally there are more than 70,000 counselors in schools, colleges, and universities. The counselor-pupil ratio in the public schools was cut in half between 1958 and 1968. It has declined only a little since then. Professional standards have been raised across the board. There is a growing abundance of better research-based counseling tools. The number of colleges and universities training counselors has doubled in the last 15 years. On the surface as stated by the National Advisory Council, "counseling and guidance seems to shine. When we look beneath the surface, the status of counseling, in practice, looks shaky and shabby."

Presently one of the major complaints seems to be that the counselor is invariably a teacher who takes further graduate work and becomes a guidance counselor but posses no real experience or knowledge about the world of work outside of education. The Colorado Advisory Council on Vocational Education in its 1970 Annual Report stated that, "All guidance counselors must become more occupationally minded through special training programs and/or work experience programs." The Arthur D. Little Company in 1970 prepared a Policy and System Study of California Vocational Education for the California State Board of Education in which it stated the following: "Unfortunately, most counselors have been academically trained, have no firsthand experience with the many occupations students need to know about, and feel that parental pressure forces them to spend more time with academic students... By and large, guidance counseling in California is not helping students in planning and pursuing their careers. The lack of sufficient funds for vocational guidance, the inadequate counselor preparation, the impossible student-counselor ratios--all work against effective career development counseling."

Mr. Grant Venn, a retired senior official of the U.S. Office of Education in his book, Man, Education, and Manpower, states that, "Sound career choice is made in direct proportion to the information, exploration, guidance, and opportunity available to the individual and the assistance given him for making a good choice unless there is a sound basis for judgment and opportunities to try out preliminary decisions... A recent survey showed only 19 percent of high school seniors felt they knew as much about jobs as they would like to know. For too long, choice of occupation and preparation for career development has been left primarily to chance."

In most of the discussions about vocational counseling and guidance, there are several points of agreement:

1. Career guidance is a continuous developmental process which should be an integral part of the total school program.

2. Most public school students are not receiving career counseling, unless they have been identified as "college-bound."

3. There is now, and will continue to be, a severe shortage of trained vocational counselors.

There are also points of disagreement. One group holds that vocational counseling should be treated as a special area and staffed with specialists; the opposing view is that staffing schools with "vocational" and "regular" counselors will continue vocational education's second-class stigma. Some of the experts talk of training paraprofessionals to help meet the need for vocational counseling; others issue warnings about lowering professional standards with the result that the counseling function will be mishandled. Many authorities advocate use of new technologies such as computerized occupational information as counseling tools; others decry such approaches as "dehumanizing" the counseling process.

Review of the literature pertaining to comprehensive systems of guidance, counseling, placement, and follow-up services has been accomplished through a search of Bibliography Series No. 23 prepared by The Center for Vocational Education, Ohio State University, dated October 1974. It contains a representative selection of priority research projects sponsored by the U.S. Office of Education during Fiscal Year 1975. The projects are primarily oriented toward computer-assisted programs, information processing, discussion groups, validation instruments, and improved testing and decision-making by students. There were no project awards present or past relating to the training of retired persons to serve as career counselors or to assist in the counseling process. Reports in this bibliography related also to completed work announced in Research in Education (RIE) or Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) or described in journal articles announced in Current Index to Journals in Education (CIJE).

It becomes obvious that there are severe problems nationally with the career guidance and counseling function. And yet, as Eli Ginzberg stated in an article entitled A Critical Look at Career Guidance published in Manpower Magazine, February 1972, "More than ever before, our society needs strong career guidance services. We are concerned that there be equal opportunity in employment and open pathways to employment, and we are no longer willing to leave such matters only to the vagaries of birth and chance. At the same time, there are changing requirements in industrial jobs, altered market conditions for professional manpower, the development of paraprofessional occupations, and many other labor market trends which make occupational selection more difficult than ever. Clearly, we greatly need quality career guidance."

It is obvious that the entire field of career guidance and counseling suffers from the lack of real occupational information about the world of work. It is being proposed in this project to use retired persons who possess real occupational information as a result of successful careers in various occupations ranging from the professional level to the trades to serve as resource persons in various educational settings. It is anticipated that through the use of retired resource persons trained to provide career and vocational counseling and real information about careers that they experienced during their employment, that all youth, both in and out of school, and adults will benefit immeasurably from this interaction. It is the assumption upon which this project is based. The use of these retired persons who have had extensive exposure to and immersion in the world of work would meet all of the weaknesses currently attributed to the field of guidance and counseling throughout the nation. Trained retired resource persons could meet the credibility gap in occupations. They know the job or several jobs because they worked throughout their lives in these occupations. With a minimum

of specialized training, they could reduce the currently high counselor-student ratio to a more meaningful and realistic level. They could provide for that collaborative approach to educational institutions that in turn could generate the "fusion of the realities of a workday life with the teaching of the academic institutions" that President Ford spoke of at Ohio State University. The cost-effectiveness of this new approach to guidance would be at a practical level and encourage the use of retired resource persons throughout the nation since the approach could be very readily replicated because of its simplicity. As important as the principal objectives of this project are, the secondary objectives are also vital to our society in that this approach would provide for greater social interaction between the young and the old in a most meaningful manner. Throughout human society, the older member of society always taught the young individual different aspects of life to assist him in adapting more effectively to society and its demands. Somehow, the education process eliminated this elemental part of society from its structure.

Theoretically, this new approach to guidance and counseling could be applied to the entire educational continuum with significant educational and social benefits to both education and society.

3 Approach to the Problem

In the discussion on the state of the art in guidance and counseling, it was indicated that there are three major problem areas that this project will address. These are the need for work-oriented counselors, realistic and current occupational information, and the need for a more meaningful student-counselor ratio through which the student can be provided with the opportunity to obtain data upon which meaningful occupational choices can be made. Since the training and utilization of retired resource persons in the guidance and counseling function is an entirely new concept, the approach being discussed is entirely conceptual in nature. Methodology has been and will continue to be developed. It is not based on experience or on a review of the existing literature. However, it is based on the need for a new approach as suggested repeatedly in the guidance and counseling literature.

The Board of Regional Community Colleges proposes to implement the concepts and the methodology developed through Project Reach in a minimum of three community colleges. It is possible that three different environmental settings may be utilized: urban, suburban, and rural. These three settings may be used to determine variations and differing characteristics that may be evident and should be considered in future replication of the project concept and methodology. At each of the colleges selected, the project will function in or in close relationship with the existing guidance and counseling offices. A major factor in the selection of the community colleges will be the positive quality of existing relationships with high schools in the region served by the community college. A close working relationship will be considered essential.

A major concern of the developer of the project is the possibility of resistance or hostility to the use of retired resource counselors from professional counselors. It is entirely possible that the retired person may be looked upon as a real or imagined threat. Each community college and high school participating in the project will be briefed carefully prior to any planning or actual implementation to determine the existance of such thinking. Organized acceptance of the concept and the methodology will not be left to chance. Acceptance will be assured.

The selected colleges will initiate pre-planning activities with two or three high schools as they relate to the objectives of the project under the jurisdiction of the Project Director. If the college and school officials are in agreement as to the project objectives, planning or subsequent activities will be undertaken jointly. At this stage of the project planning, it is essential that the guidance counselors at both institutions be made fully aware of the functions and activities of the retired resource persons. They will be <u>supportive</u> of the existing guidance function.

Through a concentrated public relations and recruitment effort in newspapers and publications directed toward community agencies serving the retired and the elderly, a number of retired persons with successful experiences in various jobs and career fields will be recruited and selected to participate in the projected activities. It should be made clear that not all retired persons will be physically or mentally capable to undertake the role projected for retired persons under this proposal. In addition, employment opportunities and student occupational interests would dictate both the number of retired persons recruited and

the nature of occupations in which they were qualified to counsel. Agencies such as local Councils on Aging, the Administration on Aging, H.E.W., Region 1, the State Office for Elder Affairs, AARP, the Mass Association of Older Americans, and community colleges presently involved with programs for the elderly would all participate in the recruiting and public relations programs. It is not anticipated that recruiting will be a difficult process. A recent Boston Globe newspaper reference to the planning of this project resulted in countless telephone calls from retired persons eager to start working in this project.

Population Served:

There are two population groups which will be served by this project. Initially, sixty-six retired persons will be selected and trained as resource counselors for use in this project. It is anticipated that more retirees will be selected and if possible trained for use in future and expanded programs. It may also develop that highly qualified retirees identified through the selection process can be added to the total number proposed in the project.

The second group served will consist of 1,000 high school, community college, and adult students in need of counseling services. The mix of this population will be dependent upon the characteristics and needs of specific individuals. If it is possible to serve larger numbers of students than proposed in the project, they will be served.

3a. Initial Phase:

1. Retired persons will be interviewed to determine their physical and mental capabilities, the depth and breadth of successful occupational expereinces, their ability to relate to youth, and their abilities in communication.

2. Short-term professional development programs of two or three days in length specifically designed for this project will be given to those persons selected to serve as resource persons. Training would be provided in counseling techniques, state of the art advances in specific career fields, training and educational placement programs and manpower needs information in specific occupational fields. (It may also be essential to provide training in human growth and development as it relates to an understanding of both the "youth" and "aged" stages of human development.)

3. The project and individual colleges would establish a skill bank of retired resource persons who would be able and available to provide guidance and counseling services under the joint direction of the participating college and high school. This would consist of names of individuals who had broad and successful experiences in the following occupational categories: business, engineering/technology, health and health-related occupations, and public service programs. Also identified would be capabilities in specific occupations such as: secretarial, nursing, engineering, law, accounting, and other areas including trade and industry occupations.

3b. Operational Phase:

1. A needs assessment study will be made at the high schools, initially at the senior level and subsequently at the junior level to determine the specific interests of the students in broad occupational areas. Theoretically, it may develop that 30 percent of the students expressed interest in business areas, 25 percent in health occupations, 40 percent in engineering/technology or trade and industry occupations, and the remainder in public service, humanities/liberal arts, or did not express a specific interest or were uncertain.

2. Based on the interest expressed in the various occupational categories, a schedule of overview briefings would be scheduled for students to be given by a retired resource person who by reason of his experience, as an example, in business would be qualified to give the broad overview of the business field. This could be a former executive of a large corporation, a small businessman, or a former professor of business administration, anyone who was qualified to give an overview of what was involved in this area activity. At the end of this briefing, students would be given an additional needs assessment questionnaire to fill out, a one page document which would identify their need or interest in further, more specific briefings in business occupations. Of these students, it may be determined that 30 percent of the students were interested in computers and computer applications, 40 percent in various secretarial and clerical occupations, 20 percent in accounting occupations, and the remainder uncertain or would prefer to attend briefings in more than one occupational area.

3. For those students interested in computers as a career field, the counselor with the essential background would give them a brief history and an overview of the dramatic impact of the computer in the fields of business, government, and science; the kinds of jobs that presently exist or are evolving; the mental skills and aptitudes needed to succeed in the field, and manpower requirements projected for the next five years. At the end of this briefing, a final needs assessment questionnaire would be given to the students to determine the need for more individualized information and counseling that a student would need over a given period of time.

4. The retired resource person on a scheduled basis at each high school would meet with these students by appointment. In this manner, the student would be able to explore more fully his need for additional information, his ability to qualify or to perform in a superior manner, his aptitudes and skills, an informal evaluation of his present performance which would give the counselor some insight as to whether the student did have the necessary mental capacity and aptitudes to succeed in the computer field. At this point, the student and counselor may explore the possibilities of alternate opportunities in other business occupations which did not demand the kinds of mental skills and aptitudes needed in computer occupations. This one-on-one relationship would provide the growth of understanding of occupations that is not possible under existing conditions in schools. If there is, in this instance, a realization that the student would probably not succeed with computers, a student could then be assigned to another counselor who was counseling students in the fields of accounting or marketing/marketing research, or possibly business administration as a broad field of activity the student could achieve job success.

5. The basic and innovative feature of Project Reach is the use of retired persons who have successfully completed a career and are trained to assist the student in making a more realistic and meaningful choice of a career field he is suited for, and just as vital, a career field which has a meaningful future and not one faced with short-term obsolescence or saturation. The counselor will not be making the critical career decisions but his interests, capabilities, and needs, and the demands of the career field he is considering. The effort here clearly is not to sell a school, college, or a career, but to help the student see the options available to him and help him decide on the most appropriate of the several possible alternatives available.

6. The approach taken in this project is based on two significant factors, the need to improve guidance and counseling as documented by both literature and research and to create a fusion between the academic world and the world of work as encouraged by both President Gerald Ford and Associate Commissioner of Career Education, Kenneth Hoyt. These two individuals are strongly supported by other national figures and national associations in their judgments. It is essential that the retired resource persons performing in the role of counselor work in close cooperation and under the jurisdiction of the community college and high school guidance and counseling departments.

7. Another significant factor to consider in Project Reach is the use of these retired resource persons on a paid, part-time basis. It is attempting to

put available human resources to work on a cost-effective basis which normally the educational institutions would be financially unable to support. The retired persons who number in the millions in this country represent a tremendous economic and human investment which except for programs like the Small Business Administration's Project Score are largely unused. There is no better way to use these individuals than in an educational institution preparing youth for entry into the world of work from which they in a sense have graduated. The intergenerational value of this guidance and information-giving is of a highly significant nature. From every prospective, the project would be of potential benefit to significant target groups, youth (both in and out of school), adults in search of new careers and additional or new training, workers who are presently unemployed or underemployed, various special categories such as disadvantaged, dropouts or handicapped individuals. The scope of this project could ultimately be enlarged to encompass all of these groups. It would also be possible to implement similar programs at elementary and junior high schools in line with the career education concepts of the U.S. Office of Education. Of equal importance is the ability of the project to serve the goals of the 1971 White House Conference on Aging. It is possible to state without any hesitation that a potential for extraordinary social, community and national involvement exists in this project.

3c. Work Plan Schedule and Target Dates

Prior to funding approval, the Board of Community Colleges will have advised and coordinated all interested state-level educational agencies and community colleges of the implementation of Project Reach objectives and operational system. An advisory committee has been selected and will provide professional evaluation of project objectives and methodology.

Month One: Discussions with advisory committee on implementation of Project Reach methodology, systems, and procedures.

Selection of participating community colleges and high schools.

Establish operating policies and procedures.

Initiate comprehensive public relations effort in news media.

Establish relationships with state, civic, community, and professional agencies, institutions to develop support for project and recruitment sources.

Develop short-term professional development plans for training of retired persons as counselors.

Develop manpower needs information and projections of the most current nature through the Department of Employment Security and the Department of Labor sources established to support project.

Month Two: Community Colleges establish operational relationships with high schools in service region.

Select and train project staff personnel.

Advise high school guidance departments of Project Reach objectives and operational systems and procedures.

Initiate retiree recruitment activities through media agencies, and other community and institutional activities.

Provide project's public relations brochures for dissemination to high schools and other local agencies.

Month Three: Continue recruitment activities.

Initiate selection of retired persons as resource staff.

Implement professional development programs for resource persons.

Advise high school students of Project Reach career counseling program.

Month Four:	Initiate occupational and career orientation programs for high school students.
	Continue recruitment, selection, and training of retired persons.
	Initiate similar program at community college site or other community-based site for college and adult students.
Month Five	Conduct preliminary evaluation of Project Reach activities; revise operations where required.
through	Project Advisory Committee and local community college/high school committees consider the
Month Ten:	applicability of project activities to other target populations.
	Continue recruitment of retirees as required.
	Prepare preliminary report of Project Reach activities.
Month Ten	Initiate development of final report.
through	Continue career counseling activities.
Month Twelve:	Conduce analysis of evaluation data.
	Expand Project Reach counseling as funding permits to other target populations to test applicability of concept.
	Prepare and disseminate project report.
	Initiate plans for development of final report.
	Initiate and implement substantive evaluation report.
	Conduct evaluation and follow-up samples of target populations.
	Conduct analysis of data.
	Prepare and submit final report on Project Reach.

3d. Project Evaluation

An evaluation system will be designed. Project Reach is based on the assumption that youth, adults, and other target populations will be assisted to a significant degree in knowing more about occupations and in making occupational choices more effectively through the planned interaction with retired resource counselors. The objective of the evaluation will be to test that assumption. Research staff will be responsible for developing valid measuring instruments.

Questionnaires, pre- and past-testing, and structured interviews with students, adults, and others will serve as sources of objective data for the evaluation. The Project Director and the Project staff advisory committee will develop and establish evaluation procedures at initial phases of the project at each location to determine results, modification needs, additional operational information requirements, and other substantive changes as perceived and recommended by students and counselors of Project Reach services.

Retired resource counselors will also be interviewed to ascertain their perceptions on the effectiveness of their training program, participation in the counseling program, and the need for changes in the operational aspects of the program.

The final report for Project Reach will consist of a thorough analysis of data generated from students and other target populations as well as from participating retired resource counselors to determine the effectiveness of the project in meeting the principal and subordinate objectives of the project.

A post-project evaluation will be conducted by the Board of Community Colleges approximately 10 months following the graduation of high school and college student participants of a randomly selected sample of students. The survey will consist of a written questionnaire to determine whether the student's participation in Project Reach was influential in his/her choice of a career objective. Did the student's choice of his/her present educational program and/or job represent an informed decision based on project participation? Did the student participant feel he now possessed a more realistic judgment of the job performance requirements of a chosen career and his aptitudes for this career as a result of his participation in Project Reach?

It is anticipated that the Final Report and the Post-Project Report will adequately demonstrate that the results expected and the benefits identified in the project have been achieved.

4. Results and Benefits Expected

The operational model of career and vocational counseling by retired resource persons in educational institutions will provide a basically simple, humanistic, and valid opportunity to improve guidance and counseling at all levels of the educational continuum throughout the nation. The concept is new and will provide a significant impetus toward reality-oriented career counseling. It will theoretically provide students at all levels with valid, practical information that can lead to more realistic career decisions and significantly eliminate the blind, trial and error approach used by literally thousands of students. The current state of the guidance field is obviously in need of improvement. Using retired resource counselors is considered a highly significant advance in the state of the art. Reactions by a number of highly experienced student counselors to the project concept approach a degree of excitement and enthusiasm not often expressed.

The benefits expected specifically from the target population and the retirees used in this project are manifold. Students will be able to make more realistic choices of careers and the required training. The benefits to the educational institutions of correct and appropriate program selection are immeasurable as are the losses of academic years to students because of incorrect placement and resulting program failures. Increased student motivation because of interaction with role models (counselors) is another presently immeasurable benefit.

The benefits to the retired resource counselors are considered significant. The concept will provide for the cost/efficient utilization of an invaluable national and social resource---the occupational experiences of thousands of retirees. These experiences cannot be duplicated by a computer terminal, book, pamphlets or countless other techniques by which occupational information is presently conveyed to students. The program will provide a new and meaningful expereince for retirees---socially appealing opportunity to provide a significant contribution to youth, peer adults, their communities and the nation. It will provide for training, new skills, new employment opportunities, and participation in existing educational institutions in a totally innovative manner. It will further provide for the use of retirees at all levels of educational settings despite the lack of extensive formal education.

5. Project Director, Key Project Staff, and Advisory Committee.

5a. Project Director: The Project Director will be Michael Najarian who is the developer of the concept and the writer of the proposal.

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Education: Tufts College, Bachelor of Arts, English
Boston University Graduate School, Master of Arts in Psychology of Human Relations

Tufts Graduate School of Education, Master of Education in Educational Philosophy and Counseling

Federal Intern Program, 1972, American Association of Community and Junior Colleges, Washington, D.C.

Numerous educational workshops in program development and management, resource development, student services, continuing education, and programs for the elderly

Employment: U.S. Army Personnel Research, Washington, D.C., Civilian Employee, 5 years as an Occupational Analyst

U.S. Air Force, Washington, D.C., Civilian, 5 years Manpower Officer, Management Analyst

Federal Aviation Agency, Washington, D.C., Civilian, 5 years, Administrative and Management Officer

Real Estate and Construction Management, Cambridge, MA, 3 years

Management Consultant to the Massachusetts Department of Education (Division of Occupational Education), Management Study on the Educational and Management Implications of Public Law 90-576, The Vocational Education Act

Current Employment: Director of Programs, Massachusetts Board of Regional Community Colleges

a. Program Director for State Disadvantaged Student Programs at 15 community colleges with an annual budget of $6,000,000 for past five years
b. Board Liaison with the Division of Occupational Education, Department of Education
c. Development and Implementation of Professional Development Programs for administrators and staff of community colleges
d. Professional Staff for Board Education Policies Committee and the Massachusetts Board of Higher Education

e. Occupational Education Program Evaluation
f. Resource and Project Development
g. Program Manager for current H.E.W. Region 1 contract ($40,000) to provide staff development programs for administrators and professional staff of nursing homes in Massachusetts Liaison with Massachusetts Department of Public Health (Long-Term Care Program), Nursing Home Ombudsman Project, State Department of Elder Affairs, and Massachusetts Federation of Nursing Homes

5b. Manager, Professional Development Programs

Dr. Lawrence Ovian, Director of Field Services
Fitchburg State College, Fitchburg, Massachusetts

Ed D., University of Massachusetts, Amherst

Presently responsible for Teacher Training and Professional Development Programs for Vocational Education Teachers and Counselors in the state

5c. Other key personnel cannot be presently identified

5d. Advisory Committee Personnel

a. Dorothea Willgoose, M.D., formerly Director of Rehabilitation Medicine, Glover Memorial Hospital, Health Consultant, State Department of Elder Affairs

b. Myra L. Herrick, formerly Dean of Women, Jackson College at Tufts University, presently regional representative for the National Retired Teachers/American Association of Retired Persons.

c. John J. Donovan, Director, Nursing Home Ombidsman Project, State Department of Elder Affairs

d. Raymond Parrott, Executive Director, State Advisory Council for Vocational-Technical Education

e. Minette Lall, Doctoral Candidate, Director, Motivation to Education Program (for disadvantaged adults and students), North Shore Community College, Beverly, Massachusetts

f. Pearl Waterhouse, Dean, Student Services, Bunker Hill Community College, (inner-city), Charlestown, Massachusetts

g. Dr. Carroll Towey, Senior Program Officer, Adult Education U.S. Office of Education, Region 1, Boston, Massachusetts

h. Dorothy Hill, Chairperson, Education Committee, Mass Federation of Nursing Homes, Administrator-Owner of Nursing Home, retired telephone company employee

i. Anthony V. Cipriano, Doctoral Candidate, Director, Post-Secondary Occupational Education, Massachusetts Department of Education

j. Joseph Warren, Assistant Secretary of Educational Affairs

The Advisory Committee will play a major role in the further development of the project, selection of key staff, and the review of policies and procedures. It is anticipated that through the use of this committee a broader capability and interdisciplinary skills will be brought to bear on the project which is essential because of its innovative nature.